

<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>Safe, Caring and Respectful Schools</b>	<b>3.0.2</b>

## Purpose

To outline the procedures and guidelines to prevent, respond to, and repair incidents of student behaviour that disrupt or harm a safe, caring, and respectful school environment.

### 1. General Guidelines

- 1.1. These procedures apply to all students and staff of Mission Public Schools, including K-12 students and adult students.
- 1.2. Creating and maintaining a safe, caring, and respectful school environment begins with all adults interacting with students and building trusting relationships with them.
- 1.3. All adults in schools, including staff, parents, volunteers, trustees, and school visitors, have a responsibility to model calm, caring, and respectful behaviour.
- 1.4. Incidents of behaviours that are harmful to self, others, or property will be investigated in a timely and sensitive manner that respects confidentiality and dignity.
- 1.5. Underlying causes of behavioural incidents will be investigated and, where possible, a plan to respond to such issues will be developed and implemented.
- 1.6. Behaviours are considered holistically and planning is considered for the **prevention** of behaviours, **responses** to behaviours at the classroom, school, and district level, and **repairing** relationships or property when harm has occurred.
- 1.7. Principals and their designates are authorized under the School Act (Sections 20, 25, 26, 177) to maintain a safe and orderly school, and as such, have full authority over students' and others' access to the building and property.

### 2. Prevention:

- 2.1. Behaviour is a form of communication and often represents unmet needs or undeveloped skills. All schools will engage in proactive, preventative measures to reduce the likelihood of behaviour that can harm or disrupt the learning environment. Preventative measures include:
  - 2.1.1. All adults modelling safe, caring, and respectful behaviour;
  - 2.1.2. All adults in the building are present and attentive to possible behavioural cues;
  - 2.1.3. Building trusting, caring, and reciprocal relationships with and among students, staff, and parents;
  - 2.1.4. Teaching social and emotional skills (including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). These skills are taught and reinforced across grade levels and environments;

- 2.1.5. Teaching safety behaviours, including online safety and substance use prevention;
- 2.1.6. Teaching the safe and responsible use of tools, such as cell phones;
- 2.1.7. Using effective research-based strategies such as Emotion Focussed School Support (EFFS) and Trauma Informed Practices (TIP);
- 2.1.8. Establishing equitable and inclusive learning environments;
- 2.1.9. Creating learning opportunities that allow all students to be successful and to contribute to the classroom and school community;
- 2.1.10. Organizing learning spaces that allow for flexibility and choice for students;
- 2.1.11. Developing positive school cultures;
- 2.1.12. Partnering with parents and having open and ongoing communication with them;
- 2.1.13. Providing clear behavioural expectations and developing criteria for success. Behaviour guidelines in classrooms should be consistent with school-wide expectations outlined in the school's Code of Conduct;
- 2.1.14. Preparing a school Code of Conduct in collaboration with students, staff, and parents and clearly communicating and teaching the expectations outlined in the document;
- 2.1.15. Establishing predictable routines and structures for students and staff to follow.

### 3. Response

- 3.1. Responsive measures will be taken when unsafe, unkind, or disrespectful behaviour disrupts the learning environment or creates harm. Where responsive measures are required, a variety of factors will be considered, including the age and developmental level of the student(s) involved, the severity and frequency of the incident(s), the intent, the impact, whether the behaviour is a manifestation of the student's disability, and context.
- 3.2. Care will be taken to ensure responses are equitable and free from bias.
- 3.3. Responsive measures are progressive in nature and must be age appropriate and reflect the intellectual and emotional development of the student. Responsive measures can include, where appropriate:
  - 3.3.1. Education;
  - 3.3.2. Verbal discussion/reminder (redirection);
  - 3.3.3. Student self-reflection;
  - 3.3.4. Restitution;
  - 3.3.5. Conflict resolution;
  - 3.3.6. Restorative action (if all parties agree to this process);
  - 3.3.7. Indigenous Healing and Sharing Circle;
  - 3.3.8. Counselling;
  - 3.3.9. Functional behaviour assessment;
  - 3.3.10. Meeting with family and school teams;

- 3.3.11. The search of a student's locker or property if reasonable grounds exist of a threat or violation of policy (see section 5 below);
  - 3.3.12. Violent Threat Risk Assessment (VTRA) if a student exhibits serious threat-making or violent behaviour or the possibility of such behaviour is made known to us by a credible third party (see [Threat Assessment Protocol Fair Notice](#)).
  - 3.3.13. Referral to Discipline Review Committee (DRC) (All referrals to the DRC result in immediate suspension until the DRC meeting is held (see section 6 below);
  - 3.3.14. Transfer to another school (through the DRC process or in consultation with the Superintendent or Assistant Superintendent);
  - 3.3.15. A suspension (in-school or out-of-school) or detention;
  - 3.3.16. A report made to the RCMP.
- 3.4. Where responsive measures are required, parents will be informed in a timely manner. Parents of victims will also be informed as soon as possible.
- 3.5. We lose the opportunity to teach skills and help students practice safe, caring, and respectful behaviour when they are excluded from school. Wherever possible, we seek to keep students in school. Responses to misbehaviour are progressive and only result in suspension in extreme circumstances (including repeated offences). Behaviours that affect the safety of self or others may result in immediate suspension.
- 3.6. When students are suspended from school they will be provided with an educational plan.

## 4. Repair

- 4.1. Repairing relationships and/or property after harm has occurred is an important step in restoring safety, belonging, and care in school communities. Restorative practices are an important element in repairing harm. Planning should give consideration to:
- 4.1.1. Processes for welcoming a student back into the classroom or school after suspension or time away;
  - 4.1.2. Repairing relationships between students or between students and staff;
  - 4.1.3. Repairing damage done to property, including financial repair.
- 4.2. A plan of support for the victim(s) of an incident may be necessary and will be created in consultation with the victim and their parents/guardians. A plan of support may include:
- 4.2.1. Meeting with the school counsellor, youth care worker, Indigenous liaison worker, or other school support personnel;
  - 4.2.2. Creating a schedule to reduce or eliminate contact with the perpetrator;
  - 4.2.3. Restorative practices, with their consent;
  - 4.2.4. Other measures determined to assist the student.

## 5. Conducting Searches

- 5.1. Although a student attending school has a reasonable expectation of privacy, that expectation is less when the student is on school property than it would be in other circumstances.
  - 5.2. Teachers and school principals are responsible for providing a safe environment and maintaining order and discipline in the school. This responsibility may require them to search students and to seize prohibited items.
  - 5.3. The Principal, Vice Principal, or approved designate may conduct random locker searches to ensure compliance with school board policy regarding intoxicating or controlled substances and weapons.
  - 5.4. Principals and vice principals may conduct a search of a student's personal property, locker, desk, backpacks, purses, or any area where a student's possessions may be stored if there are reasonable grounds to believe that policy has been or is being violated and that evidence of the violation will be found in the location searched. The following may constitute reasonable grounds in this context:
    - 5.4.1. Information received from a student believed to be credible;
    - 5.4.2. A staff member's or administrator's observation; or
    - 5.4.3. Any combination of sources of information which the relevant authority considers credible.
  - 5.5. Body searches will not be conducted. Students may be asked to empty their pockets and remove outer clothing (hats, jackets, shoes, etc.).
  - 5.6. The search will be conducted in a sensitive manner in a private setting and be minimally intrusive. A second staff member will be present, whenever possible, while a search is being conducted.
  - 5.7. Where weapons or illegal or banned substances are found they will be considered forfeited and may be provided to the police.
  - 5.8. Where there is the possibility of prosecution as a result of evidence found, the police will be contacted to conduct the search to ensure that any evidence seized will be admissible in court.
- 6. Discipline Review Committee (DRC) Process (name under review)**
- 6.1. DRC meetings are held when a student has been suspended for a serious offence affecting the safety and well-being of students and/or staff, or destruction of property.
  - 6.2. The purpose of the DRC meeting is to review the events leading to the serious offence and to problem-solve by determining an appropriate placement and/or creating a plan for a safe and effective reintegration with the school community. The DRC is a formal meeting and typically only occurs once in a student's school career and should be taken seriously. Therefore, a formal DRC does not usually happen in elementary school.
  - 6.3. A formal DRC may consist of:
    - 6.3.1. Assistant Superintendent (Chair)
    - 6.3.2. Director of Instruction Student Services
    - 6.3.3. District Principal of Indigenous Education (if the student identifies as Indigenous)

- 6.3.4. School principal (or VP)
- 6.3.5. 1-2 principals
- 6.3.6. Parent/guardian(s) and student
- 6.4. An informal, or site-based DRC is held when a concerning pattern of behaviour or serious incident has occurred in younger grades. A site-based DRC may consist of:
  - 6.4.1. Assistant Superintendent or Director of Instruction Student Services
  - 6.4.2. School administrator
  - 6.4.3. District Principal of Indigenous Education (if the student identifies as Indigenous)
  - 6.4.4. Parent/guardian(s) and student
  - 6.4.5. School-based support (i.e. Youth Care Worker or Indigenous Liaison Worker), if applicable
- 6.5. Upon request, a support person (i.e. Indigenous Student Success Coach)
- 6.6. A parent/caregiver can appeal a decision of the formal DRC committee, within 30 days of the decision (see [Student Appeals Bylaw #4](#)). Prior to submitting a Notice of Appeal form that can be obtained from the school or school district office, it is expected the parent/guardian will discuss the issue in a constructive manner with the Chair of the DRC.

## 7. Communication

- 7.1. The principal, vice principal, or designate will contact the parents/guardians of victims and perpetrators as soon as practically possible after an incident and after safety is ensured.
- 7.2. Confidentiality of all parties will be respected.

## 8. Complaint Process

Complaint process to be updated prior to final approval.

**Date Adopted:** June 20, 2023

**Cross Reference:** [Student Appeals Bylaw #4](#)  
[Equity, Diversity, and Inclusion Policy](#)  
[Sexual Minority Policy](#)  
[School Codes of Conduct Procedure](#)  
[Concerns or Complaint Procedure](#)  
[School Clothing Policy](#)  
[Threat Assessment Fair Notice Protocol](#)

**Forms** [Notice of Appeal](#)

**Notations:** *Nothing in this procedure shall restrict a students' legal or civil right to file a complaint with the BC Human Rights Tribunal, or any other legislative body.*

*This procedure replaces procedure 111, respectful schools, and 114 Student Conduct Standards and Behaviour Management and Previous*